

Forming Professionally Important Qualities of Students of Non-Linguistic Universities by Means of the “Foreign Language” Discipline

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The article focuses on searching for new, optimal means of forming professionally important qualities of students of non-linguistic universities using the discipline “Foreign language” on the example of the experience of Moscow Agricultural Academy named after K. A. Timiryazev. The study of a foreign language in a non-linguistic university makes an undeniable contribution to the process of personality self-determination. The study aims to determine effective teaching methods and formulating professionally important personality traits of future engineers. These methods are formed in educational quasi-professional activity and are improved in the process of professional activity as professionalization and based on the experience of applying skills. We correlate the main types of educational activity with the professionally important personality traits of future specialists that are functionally differentiated according to three subsystems of the personality structure-cognitive, communicative, and regulatory. This approach is innovative in teaching practice. The study includes the development of recommendations for optimizing their formation in learning a foreign language.

Keywords: professionally important qualities, non-linguistic university, foreign language, professional orientation, interactive teaching methods

INTRODUCTION

Optimization of discipline work programs is one of the priority tasks of current education. The qualitative formation of professionally important personality traits is based on the priority areas for implementing the competence-based approach in preparing a modern specialist. This aspect is reflected in some studies concerning the training of personnel at the linguistic university’s faculties. In this work, we focus on the complex formation of professionally important qualities. Namely, actively using the preparation process using the “Foreign language” discipline studied in non-linguistic universities in 1–2 courses. Typical activities of specialists requiring a foreign language include information retrieval (analysis of information, review of materials), work with information resources – texts of scientific articles, business

correspondence, technical and commercial documentation. This information and analytical activity require the specific knowledge, skills, and abilities of a specialist. The success of solving professional problems of a specialist largely depends on the completeness and breadth of representativeness in the structure of his experience of professional-subject, foreign language speech, communicative-situational and regulatory-behavioral determinants of professional activity. The existing practice shows that modern foreign language training often involves the development of subject-practical (working with unique vocabulary, reading professionally-oriented texts) and motivational skills (performing a set of tasks to achieve a particular rating). However, little attention is paid to developing the personality's emotional, volitional, and self-regulatory sides (Alipichev, 2007).

The purpose of this work is to determine the means of forming professionally important qualities in the training of the "Foreign language" discipline at the Moscow Agricultural Academy named after K.A. Timiryazev.

The tasks of the work include:

- Structure clarification of the professionally important qualities of a student in non-linguistic training areas;
- Determination of the main types of educational activities carried out within the "Foreign language" discipline;
- Determination of the conditions for the formation of professionally important qualities of future specialists in the study process of this discipline.

The research hypothesizes that the purposeful and diagnostic formation of target professionally essential qualities of future specialists is possible when studying the "Foreign language" discipline. A system of interactive teaching methods is used.

LITERATURE REVIEW

One considers the problem of determining and classifying professionally important qualities ambiguously in the psychological and pedagogical literature. Psychologists B.A. Dushkova and A.V. Koroleva define professionally important qualities as "physical qualities that meet the requirements for a person from a certain profession and contribute to the successful mastering of this profession" (Dushkov, Korolev & Smirnov (2003). V. A. Bodrov (2001) believes that labor activity efficiency cannot be determined only by the cognitive component but also includes "features of motivation, temperament, emotional-volitional sphere, character."

A. V. Karpova believes that professionally important qualities "are the individual properties of the subject of activity, which are necessary and sufficient for its implementation at a normatively given level and which significantly and positively correlate with at least one (or several) of its main productive parameters -quality, performance, reliability" (Karpov et al., 2003).

Nevertheless, we believe that professionally important qualities cannot be considered exclusively from psychology since they are also reflected in the physical aspect of the personality. Besides, they may or may not meet the requirements of a particular professional activity, which determines the professional self-realization success (Takanova, 2015).

The individual professionalization should be carried out at school and continue at the university. Starting the career, the young specialist is maximally predisposed to it, and the adaptation process is short-termed and successful. A. A. Verbitsky said that one needs to be ready to find a way out of problem situations in modern society, not expecting to follow the beaten path. According to psychological research, to correspond to the chosen professional activity, it is necessary to take into account the normative characteristics, which reflect the psychophysiological properties of the personality adopted for this type of activity. It should be noted that these properties develop permanently in everyday life and especially in the learning process (Verbitsky, 1991).

The person's readiness for professional activity is not only knowledge and skills but also an emotional and regulatory component, ensuring professional competence in any context associated with the profession. Readiness is an integrative personality trait, which includes professional competence (the formation of

professionally and especially significant knowledge, skills, and abilities) along with motivation (professional orientation) and professionally important personality traits (Alipichev, 2007).

In turn, the professional training orientation correlates the components of the discipline's content with the future students' profession. As a result, favorable conditions are provided to form professionally essential qualities of a specialist, including psychological and practical readiness to realize the main professional competencies (Takanova, 2015).

The functional and corporate adaptation of a new employee to the nature and characteristics of professional activity depends on the presence of professionally essential qualities (Verbitsky, 1991). The standards for each profession vary and have a different degree of "flexibility," which is manifested in the selection of professionally desirable, necessary, and unacceptable qualities. When choosing a profession, it is necessary to consider this scale to effectively self-actualize in a particular area (Takanova, 2015).

V. D. Shadrikov believes that "the individual qualities of the activity subject, which affect the effectiveness of the activity and the success of its development," are professionally important. Professionally important qualities are internal conditions through which external influences are refracted to the activity requirements (Shadrikov, 1996). Given the professionally essential qualities, the individual professional potential is reflected in practical self-realization in the chosen field. Due to the insufficient formation of professionally important qualities, it is difficult for a person to adapt to professional functions, leading to unsuccessful work scenarios (Kubrushko & Nazarova, 2013).

Based on the main positions of researchers who consider professionalization problems, it can be concluded that professionally important qualities represent a commonality of psychophysiological and psychological characteristics. These features tend to be reflected in professional activities and influence professional competencies in the chosen field (Alipichev, Gotovtseva & Takanova, 2019).

MATERIALS AND METHODS

The theoretical basis of this study is the statement that the model of a specialist is not so much a reflection of individual empirically determined sides and qualities of his personality, but a given sample, a certain standard, which should be achieved in the process of performing practical activities (Alipichev, 2007). By this example, should the "reference" qualities of specialists be identified, and what criteria should be followed in this process.

To solve this problem, we conduct a deep and comprehensive analysis of a particular specialist's professional activities, identifying a specific structured functional model of this activity. Based on this model, the functions prescribed in it and their inherent tasks – the information basis of professional activity, it becomes possible to design training specialists' content. At the same time, it should be developed from the structure of professional activity-professional functions and tasks, and the knowledge, skills, and abilities that correlate with them. The qualities of the specialist's personality are necessary for their successful implementation (Alipichev, 2007).

Practice analysis and regulatory requirements, including the basis of graduates' surveys who have some experience using a foreign language in various enterprises, are the main ones.

The next stage is the design of organizational and pedagogical conditions for the formation of the required qualities in training specialists at the university. As part of this phase, learning activities and tasks, appropriate assessment tools should be proposed, accompanied by valid assessment criteria. We believe that their use allows us to form professionally essential qualities of future specialists purposefully and diagnostically.

The research uses the following methods:

- General theoretical methods: theoretical analysis, synthesis, comparison, generalization, specification, modeling;
- Sociological methods: conversation, observation, questioning, interviewing.

RESULTS AND DISCUSSION

Teachers of the Department of Foreign and Russian Languages of the MAAT regularly conduct alumni surveys. These surveys show that the list of professionally essential qualities necessary for successful professional activities includes several invariant indicators. They include the following:

- Responsibility;
- Stress tolerance;
- Self-criticism;
- Professional self-control and self-control;
- Striving for the development of self-improvement; organizational skills;
- Discipline.

In turn, these qualities can be divided into several generalized groups, which reflect the attitude towards oneself, professional activity, and communication with colleagues. A particular category of qualities can be called those that contribute to the more successful performance of professional functions involving a foreign language. Sergeeva and Yakovleva emphasize that the presence of such qualities contributes to the following:

- Formation of the necessary skills and abilities to develop a strategy for solving professional problems;
- Effectively apply modern communication technologies;
- Identify and implement priority tasks in the framework of professional activities;
- Select ways to improve it based on reflection and self-esteem (Sergeeva & Yakovleva, 2019).

Most of the studies consider identifying and forming professionally essential qualities of specialists reducing to listing (sometimes, as shown above, structured) of the main characteristics, which increases professional activity efficiency. Some lists do not cover a person's entire psychological structure, reflecting only a part of a person's inner world. While pretending to be complete, others allow for congestion, excessive detail, multiple repetitions, and intersections. In our opinion, of particular practical importance is not so much the compilation of a list of the most important personality traits as the development of theoretically substantiated criteria for their identification.

Several of our previous studies showed that it is advisable to select professionally important qualities by the main functional subsystems of the personality structure proposed by B. F. Lomov (1981):

- Cognitive (culture of professional thinking, perception, memory, professional thinking, imagination);
- Communicative (scenarios of communicative behavior, management of the processes of receiving and transmitting information and professional ethics);
- Regulatory (internal motivational attitudes and emotional-volitional processes, the ability to self-regulate activities, self-control, influence other people's behavior).

These components reflect all the mental properties of a person associated with self-regulation of behavior.

The question of revising and optimizing the content of the work program of the "Foreign language" discipline in a non-linguistic university becomes quite relevant. It makes sense to single out their invariant and variable parts when developing educational and software documentation. (Lozhkina, 2019).

It is possible to strengthen the professional orientation of the thematic content of the discipline by expanding information support and more active application of the project method. Students are encouraged to use the following Internet resources for independent work:

- Lang-8.com;
- Grammar.net;
- Lingualeo.com;
- Busuu.com;
- Learnenglish.britishcouncil.org;
- Deutsche-welt;

- Ru-deutsch.livejournal;
- MyLanguageExchange;
- List-english .ru;
- Thefrenchexperiment.com;
- Parisinfo.com;
- ToLearnFrench.com.

The teacher supervises the work of students and controls the implementation quality. The advantage of these resources is a large selection of interesting tasks and online lessons that allow one to develop competencies and professionally important qualities. Besides, one can actively communicate in the target language on the proposed sites, fully actualizing communicative potential (Zaitsev & Vasbieva, 2019).

Patience, stress-resistance, endurance are the priority qualities in the professional field. It is necessary to develop an appropriate system of tasks for their formation. People who do not possess the above professionally important qualities are often unable to make a reasoned mature decision. Learning activities such as panel discussions, public debates, or “round tables” can contribute to these qualities.

The use of case technologies is one of the most effective ways to form professionally essential qualities. Though the quasi-real situations offered in the cases, students learn to understand their abilities and establish the interdependence of decisions made and results achieved. Accordingly, the case activates the motivational component of the personality, namely the desire to improve oneself in the chosen profession and engage in it with dedication. In discussing the case, the student evaluates the impact of the results achieved on everyone who participated in solving a particular practical situation. This, in turn, makes an undeniable contribution to the formation of organizational skills and a culture of communication. Since when solving a case, one can choose a wide range of methods and methods, students’ analytical, communication, and collaboration skills, reflection, and replenishment of academic knowledge are updated.

The advantage of cases is the forming a wide range of qualities, namely the ability to work in a team, discuss, argue one’s position, pay attention to someone else’s point of view, patiently perceive and evaluate it, and the ability to control oneself, organize the work competently and disciplined (Craft, 2012). In particular, the issue “Features of interaction with representatives of certain foreign countries. The norms of everyday etiquette, overcoming cultural stereotypes and mitigating culture shock” can use a case study. Students are invited to consider the following problematic questions: “How did I go / am going to go abroad”, “Interesting routes in other countries.”

Students can suggest adaptation ways to a newly hired employee in a team by studying the topic “Professional self-realization: pros and cons.” Dividing into subgroups, students submit a report in the form of a presentation describing the algorithm of steps to introduce a new employee into the team and ensure a favorable moral and psychological climate for him.

The project method can be used to develop professionally essential qualities effectively. Yun believes that projects contribute to the formation of professional self-determination of the individual, motivate them to professional activity and allow students to reveal their professionally essential qualities in a diverse role repertoire, including the role of a leader (Yun, 2000). The project method combines the possibilities of internal and external motivation to achieve set goals. Students consider and critically assess current social events, the economic situation in the country and the world, and the features of professional self-realization in the chosen field.

Meyer believes that according to the project method, activates the cognitive-strategic component of the personality and develops in students. This contributes to forming such professionally important qualities as the ability to plan their activities and take responsibility for their implementation (Meyer, Turner & Spencer, 1997). According to Katz, the project is close to real life. A project can involve several people, but it can also be individual (Katz, 1994).

According to the survey, the following professionally important qualities were not sufficiently formed among students: professional anxiety and self-improvement, hard work. In this regard, it is worth, while project organizing, to focus on its professional orientation. Within the “Foreign language” discipline,

students can implement individual and group projects on the following topics: professional integration and work environment, social and professional adaptation, leader, and organization culture.

Kuleshov and Gorokhova emphasize that the skills formation of professional activity and the ability for creative activity, including the use of a foreign language, became increasingly important (Kuleshov & Gorokhova, 2019). In the context of the “Foreign Language” discipline, it can be various extracurricular activities at universities, interuniversity, and even international levels. It is advisable to organize events such as:

- Festive performances and creative performances;
- Translation competitions (journalism and poetry) and essays;
- Creation of videos in a foreign language;
- Excursion trips with foreign guests and students to the sights of the country.

The students’ attendance at various scientific conferences followed by a discussion of the problems raised there in discussion panels or “round tables” is no less important. All these types of activities undoubtedly make a positive contribution to the formation and development of a culture of professional communication, the desire for self-development, intelligence, and a broad outlook.

TABLE 1
EXAMPLES OF INTERACTIVE TECHNOLOGIES IN THE “FOREIGN LANGUAGE”
DISCIPLINE CLASS TO FORMING CERTAIN PROFESSIONALLY IMPORTANT
QUALITIES OF STUDENTS

The type of interactive technology and the relevant personality subsystem	Examples of implementation of interactive technologies	Examples of professionally important qualities formed
<p>Problem discussion Communicative (external activity) subsystem</p>	<p>Sample questions before lectures, expert opinion, subsequent discussion of answers:</p> <ul style="list-style-type: none"> • Prospects for the application of current achievements and developments in the design of agricultural machinery in Russian farms • Current agricultural policy in Russia and abroad - the pros and cons • Sustainable development in agriculture - ways to achieve (advanced technologies). 	<ul style="list-style-type: none"> • Oratorical skills; • Ability to behave correctly in conflict situations (in the event of discussions, disagreements, etc.); • Readiness to signal the facts of a misunderstanding of the source material, to ask clarifying questions, tact in clarifying and concretizing facts
<p>Brainstorming (team working in a limited period of time) Regulatory (internal activity) subsystem</p>	<ul style="list-style-type: none"> • Ways to improve the environmental friendliness of ICE. • Ways to optimize the basic operating parameters of the tractor (combine, tillage machine). • Selection of the optimal strategy for the manufacturer’s actions (distributor) of agricultural 	<ul style="list-style-type: none"> • Verbal intuition; • Creativity and reflexivity of thinking; • High level of linguoculturological erudition; • Speed of speech reaction, incl. when operating with linguistic means (synonyms, antonyms); • Feeling of “language guess”; • Switchability of attention; • High-stress resistance.

	machinery in the Russian market (Russian or foreign companies).	
Expert judgment method in the analysis of presentations / projects Cognitive (conceptual) subsystem	<i>The example of a group project work is below. The method of expert assessments is aimed at the formation and development of professionally important qualities of students who play the role of “potential customers”</i>	<ul style="list-style-type: none"> • Critical thinking • Ability to concentrate and distribute attention; • Significant amount of operational visual and auditory memory; • Linguistic and contextual guesswork sense; • Probabilistic forecasting ability in the reception and understanding of information.
Analysis of problem situations in a professional context Complex nature (all subsystems covered)	<i>The example of an individual problem assignment is below.</i>	<ul style="list-style-type: none"> • Probabilistic forecasting ability in the reception and understanding of information • High level of linguoculturological erudition • Creativity, criticality, and reflexivity of thinking • Willingness to interact, tactfulness in clarifying and concretizing facts • Ability to behave correctly in conflict situations (in case of disagreements, etc.)

An Example of Project Work in a Role-Play Form

1. Subject: *Conducting the meeting of a foreign delegation.*

- Game concept: reproduce the situation of professional and business communication in a play form, which is a meeting of the company’s management in connection with the delegation of potential foreign partners in order to get acquainted with the company profile, the organization of the work process and the possible conclusion of a cooperation agreement.
- Roles: “representatives of the Russian company” – “general director”, “commercial director”, “financial director”, “secretary”, two or three “foreign partners” and their “secretary”
- Role tasks of “representatives of Russian company”:

Compose a description of the business visit program-conduct a product presentation, acquaint guests with the production process, and provide for cultural events to present the national culture and interest potential customers in cooperation.

2. Role tasks of “foreign partners”:

- Participate in discussions with “representatives of the Russian company” by correspondence, ask clarifying questions, correct specific points of the proposed program;
- Make a motivated, positive, or adverse decision on the program of a business visit;
- Content of the game: based on the proposed role cards, “representatives of a domestic company” using brainstorming prepare a program for a visit of a foreign delegation and through a secretary prepare a letter to potential “foreign partners”, and they discuss it, make their adjustments and reflect their version in a response letter, accompanying clarifying

questions, then the discussion continues by “representatives of the Russian company,” the option (if possible) is modified considering the wishes of the other side, and, finally, “foreign partners” make the final reasoned decision regarding the program of the visit. The lesson ends with an analysis of the content of all four letters with an indication of the pragmatic and lexical, and grammatical errors.

3. Expected results:

- Formation of students’ stable skills of communicative behavior in communication situations associated with the presentation and modification of new information, and, on the other hand, the discussion of this information, its assessment, and making a particular informed decision;
- Development of speech skills necessary and sufficient for implementing the communicative functions of information presentation, persuasion, and discussion;
- Development of skills in drawing up certain documents in writing (business letter of invitation and the answer to it).

An Example of an Individual Task for Analyzing a Problem Situation

One is an equipment purchasing manager. The company has acquired a new tractor from long-standing foreign partners. Upon receipt of the goods, it was discovered that the kit was missing important components specified in the specification. Write **a letter of complaint** to the supply department of the partner company.

State the reason for the letter and the essence of the complaint, write what actions one expects from the partners, and warn about retaliatory measures if the addressee does not correct the situation. Do not forget that these are long-term partners, and this situation should not serve as a reason for a deterioration in relations. At the same time, the company is forced to incur certain losses, so try to find a compromise solution with representatives of the partner company.

CONCLUSION

Current teaching practice of foreign language (Department of Foreign and Russian Languages of the Moscow Agricultural Academy named after K. A. Timiryazeva) shows that most students are actively involved in the types of educational activities described above. The problem of the insufficient motivation of students remains relevant. The solution to this problem is seen in the pragmatic adaptation of the studied material. Students will strive for more active independent work, understanding how communication situations it is possible to apply the knowledge and skills formed in foreign language classes. Besides, students will strive for learning in cooperation, contributing to the effective formation of targeted professionally important qualities. Also, in the learning process, one can study not only topics related to future professional activities but also discuss socio-political, social-economic, cultural, and scientific topics. This ensures the formation and actualization of the complete set of necessary professionally important qualities.

In turn, foreign language teachers are encouraged to conduct methodological seminars to discuss the experience of forming professionally essential qualities in students and analyze research and recommendations from foreign and Russian scientists and practitioners.

Thus, we offer the following generalized recommendations for the formation of professionally important qualities of students in non-linguistic areas of training within the learning a foreign language:

- Wider use of interactive technologies in teaching;
- Professionalization and pragmatization of the thematic content of the discipline;
- Diversification of the forms of extracurricular activities of students in a foreign language (accompanying foreign guests, assistance in translating excursions, seminars), and competitive events.

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